In This Issue:

Hello, and thank you for tuning into our July issue of Mentoring & Coaching Monthly!

This month we spoke with Erica Mitchell, Martha A. Cocchiarella, Carlyn Ludlow, and Pam J. Harris from the Mary Lou Fulton Teachers College at Arizona State University. These ladies have designed a successful mentoring program for teacher candidates at their university. They will be presenting their program at our 11th Annual Mentoring, Coaching, and Leadership Conference in October; please make sure to catch them there!

This issue also features tips for mentoring in the workplace, upcoming mentoring and coaching events, and a book review on Developing Successful Diversity Mentoring Programs, edited by David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan. Read on for more!
Welcome back to Mentoring & Coaching Monthly! Here’s hoping that you had a wonderful Fourth of July, and that you are happily enjoying the end of your summer with family and friends.

This issue features a book review on David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan’s (Eds.) Developing Successful Diversity Mentoring Programs. This is a very important topic, especially now, as tensions mount across the United States about immigration.

As mentors and coaches, we must strive to give all of America’s minority groups access to mentoring and coaching programs; everybody should be given the chance to succeed with the resources and knowledge that can be provided to them through mentoring and coaching. Together, we can diversify the workplace by giving women, people of color, LGBTQ persons, and other minority groups access to mentoring and coaching relationships, which can, in turn, encourage them to seek out better pay and career advancement. We can also reduce attrition of minority students with greater mentoring and coaching program development in our nation’s high schools and universities.

The book Developing Successful Diversity Mentoring Programs will give you some ideas on how to make mentoring work in diverse contexts, what the barriers to diversity mentoring are, the factors that challenge diversity mentoring, the best practices for these types of programs, and some of the pitfalls to avoid; please, read the book review by Sheila Moore below for more information.

To learn even more about diversity in the workforce and in education, we recommend that you attend our 11th Annual Mentoring, Coaching, and Leadership conference in October, where this topic will be discussed in more detail.

As always, we thank you for showing an interest in mentoring and coaching, and for your continued support of the UNM Mentoring Institute.
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iTeachAZ transformed teacher preparation by providing increased hands-on experiences and doubling the amount of time spent in clinical experiences and requiring a full year supervised student teaching residency in a partner school district, which follows the Professional Development School model. iTeachAZ increased rigor by (a) increasing the number of math courses required for preservice teachers from two to five; (b) adding science content classes; (c) utilizing the research-based observation instrument developed by the System for Teacher and Student Advancement (TAP); and (d) applying letter grades to student teaching rather than a pass/fail option. Additionally, preservice teachers were evaluated regularly on a professionalism rubric that helped transition them from student identity to professional teacher identity and dispositions.

Finally, the courses that accompanying the full-year student teaching were moved from ASU campuses to 25 partner school districts, resulting in a huge shift in community embeddedness. As a result of these reform efforts, two issues surfaced. First, more students were at risk of failing both professionally and academically due to the increase in rigor and second, there was a time lag in corrective feedback to students when concerns arose during their program. (Martha A. Cocchiarella, PhD, Clinical Associate Professor)

Please describe the goal and purpose of your mentoring program.

The Mary Lou Fulton Teachers College at Arizona State University offers bachelors and master’s degree programs which prepare graduates to thrive as educators in schools and other learning environments. We believe the foundation of developing thriving students requires academic units to function with a student-centric approach, holistically supporting student learning in personalized ways. Functioning with an asset-based mindset, our SOS mentoring model fosters intentional relationships between faculty, staff, and students, supporting students’ mental well-being, financial understanding, and involvement within the college and the community both in and outside of the classroom. Through our mentoring program, our goal is to empower future educators with skills and knowledge needed to successfully complete their degree resulting in increased retention and persistence rates. (Erica Mitchell, MEd, Executive Director, Academic Services)

Please describe the process students go through during the course of this program.

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What academic/personal problems were these students facing that led you to create this program?

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How does this program address the above problems, and what are some of the outcomes students take away from participating in it?

The SOS collaborative team envisions a system that reflects a person-centered planning with goal setting, coaching and mentoring, progress tracking through corrective feedback, and time sensitivity. In person-centered planning, a team of professionals uses available resources to meet the unique needs of each individual. In our case, we want the student to be at the center of the planning and to participate in generating and solving their own problems, with a specific timeline for implementation, evaluation, debriefing effectiveness, and the identification of possible resources.

This system includes identifying and supporting students with mental health issues, financial concerns, personal and family matters, disabilities, first generation students, and those that struggle from moving from a student mindset to an educator mindset. Students leave with tools and strategies to overcome challenges that might otherwise have seemed hopeless. (Martha A. Cocchiarella, PhD, Clinical Associate Professor)

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What problems have you yourself encountered over the course of developing your program?

Several issues initially presented challenges in implementation. The first challenge was trying to conduct meetings with students and designated administration/advocates across four campuses in the Phoenix area. The distance between campus and K-12 school internship sites can be up to 50 miles and/or 1.5 hours in traffic. To address this challenge, we held meetings on designated days in a central location (Tempe Campus Advising Office) so that participants would have a consistent schedule and location. Previously, we attempted to hold meetings on all four campuses, which became too time consuming for faculty and staff. Further, we used digital or phone meetings when an in-person meeting was not feasible. A second challenge was distributing meeting outcomes in a timely manner to key stakeholders. To address this issue, we created and refined a near real time data dashboard system. The system allows students and relevant faculty/staff to access goals/progress through a secure log in. (Pam J. Harris, PhD, Clinical Assistant Professor)

What are your future plans for this program? Is there anything else you believe could be further explored or expanded upon?

We hope to create a continuous improvement loop through surveying students and faculty on the features of the program they currently find valuable and what features we could add or improve on in the future. Our goal is to continue to assist students in a helpful, goal-oriented manner while maintaining both confidentiality for students and transparency in available resources. (Pam J. Harris, PhD, Clinical Assistant Professor)

Do you have any advice for others who may want to begin a similar program at their own university?

Avoid jumping to conclusions about the issues you believe students are experiencing and developing a mentoring program based off an assumption. Talk to students, hold focus groups, visit classes, talk to faculty- often the problem you think needs solved is not the underlying problem that actually needs addressed. Sometimes student behavior is a result of outside factors that we may not be aware of and the behavior is symptomatic of a larger cause. Be cautious that you are not treating symptoms instead of the problem. (Erica Mitchell, MEd, Executive Director, Academic Services)
Developing Successful Diversity Mentoring Programs is an international casebook focused on diversity mentoring and brings together a spectrum of approaches to designing, implementing, sustaining, and evaluating diverse mentoring programs. Edited by leading authorities in the field, David Clutterbuck, Kirsten M. Poulsen, and Frances Kochan, this casebook showcase how mentoring has transcended into an essential component in successful workplace diversity management and transformational change to adapt and value difference. This book explores what makes mentoring work in diverse contexts, what the barriers are and the factors that challenge mentoring; what are the best practices and the pitfalls to avoid. Thirty-four international case studies provide analysis on different aspects of difference, including race, culture, physical and mental disability, gender and sexual preference. Throughout the 224 pages of this book, the reader is emerged in case studies related to diversity mentoring and readers will gain an understanding of diversity mentoring best practices and what doesn’t work well in diverse settings.

Editor David Clutterbuck introduces the reader to the context of diversity mentoring in Chapter 1 – Understanding Diversity Mentoring. Clutterbuck states “diversity mentoring is a process within the context of a mentoring relationship which takes place within the larger context of the organization and sometimes within the society.” (p.1) This chapter will aid those who are exploring ways to create a strong diverse mentoring program and is committed to “enhancing the capacity and quality of participants’ thinking about issues that they perceive to be important to them.” (pg.1).

Editor Kirsten Poulsen explores the learning and developmental processes of diverse mentoring in Chapter 2. Poulsen states “mentoring is a “synergetic learning partnership between two people with different levels or kinds of experiences. (pg. 21) Poulsen proposes the initiative to participate in diverse mentoring may come from a desire to help a specific minority group. The author further contends diverse mentoring incorporates mentee’s bringing their real-life experiences into the relationship, interactions of mentee and mentor including how they communicate and the tools that are used to facilitate the relationship; and the mentor’s real-life experiences.; thus, the “double learning process.” The chapter also delves into the elements of promoting the double learning processes of diverse mentoring (pg. 22) There are key takeaways that could easily be transferred into an organization to meet the needs of mentoring diverse groups.

The case studies are presented under the areas of diversity mentoring covered in the book in three chapters: disability, gender and sexual preference, and race and culture. Each case study is internationally applicable to real world practices. In addition, at the end of each case study are reflection questions to guide the reader in thoughtful discussions and analysis.

Chapter 3 Mentoring in the Context of Disability features seven case studies ranging from general disability to deafness, HIV and dyslexia. Editor Frances Kochan reminds us in the introduction of the chapter to no longer view the concept of disability as negative but to embrace the concept of disability as socially constructed. She points out the writers of the case studies appear to have accepted this social model. Kochan provides an awareness of how disability is defined, and the barriers constructed due to the attitudinal and physical barriers deemed by society.

Collectively, the case studies represent the areas of disability foster an understanding of diverse mentoring from the viewpoint of those classified as having a disability. The studies also heighten the readers’ awareness of the role that environment has in limiting people in the application of their strengths and gifts; and the strategies to succeed in any environment they may come upon.

Chapter 4 Mentoring in the context of gender and sexual preference case studies focus on mentoring in education, mentoring immigrant women into employment, and women and leadership. In seeking to combine gender and sexual preferences cases, Poulsen acknowledges in practice it has been difficult to “source the latter, although we know it exists.” (pg. 68)

Case Study 8 describe how female PhD students are matched with male and female executives to prepare them for executive careers. Case Study 9 authors write about the
mentoring of associate professors in Canada to move their
careers to full professor; whereas the authors of Case Study 10 focus on professor mentoring students in conversations
surrounding sexuality and heterosexual privilege. The au-
ther’s reflections are shared in Case Study 11 and she ad-
vocates for more research on gay and lesbian mentoring pro-
grams in the professional environment.

Focusing on building roles for women in society and adding
value to society, Case Studies 12, 13, and 14 authors wrote
about how respective programs in Denmark, Canada, Afri-
ca, South Asia, and the Middle East created opportunities
for mentors to learn about other cultures. Case Study 15
presents global mentoring programs and the benefits and
challenges for mentors and mentees.

Case studies on women and leadership conclude Chapter 4. The case studies provide insight into programs promot-
ing women’s leadership in computer science (Case Study 16);
in small and medium sized companies; (Case Study 17)
cross-company mentoring programs (Case Study 18); in
the police force (Case Study 19) ; and promoting women
of color in the United States (Case Study 20). It is impor-
tant to note that although the case studies emphasize the
complexities of gender and sexual preferences in society, the
lessons learned can be applied to any setting.

Chapter 5 Mentoring in the context of race and cul-
ture features 12 case studies reflecting two levels of dif-
ference; racial difference and cultural difference. The editor
notes there is a benefit for mentoring when it comes to
racial and cultural differences. The case studies cover school-
children to adults, education (school and university), em-
ployment, entrepreneurship, specific targeted groups, such
as Australian Aboriginals and Hispanic Americans, and im-
migrant heterogeneous groups.

The case studies attempt to have the reader look at the
complexities of reactions to race and culture. The cas-
es offer reflection and learning on some difficult adversities
around diversity mentoring. Some of the cases report on
ways to assist in integration and acculturation in new so-
cieties. The authors shared that racial stereotypes can be
so ingrained “thus reducing people from engaging in mean-
ingful conversations and relationships. (pg.146) Case Stud-
ies 21- 32 areas of focus included cross-cultural mentoring,
mentoring immigrant children, support structures for under-
represented populations Aboriginal mentoring, and the es-

dablishment of mentoring networks. Also included are case
studies discussing the concept of coaching/mentoring and
developmental mentoring.

The final chapter is a comprehensive view of mento-
ring programs for diversity. This is a different twist in that
the authors who provided case studies for the book were
asked to analyze the case studies in the chapter they had
contributed and share responses to four questions. The re-
sult was a captivating set of insights thus forming Chapter 6.
It is noted that the editors view this chapter as an important

The chapter seeks to capture responses which pro-
vide insights to anyone wishing to implement a diversity
program. The first section of the chapter discusses the ways
in which the programs are structured and delivered. This
also includes information pertaining to elements that appear
to be essential in developing and implementing programs
for populations traditionally left out of the mainstream (pg.
213). Challenges and lessons learned dealing with the cul-
tural and contextual factors are presented in the next section
followed by the section on future study and reflection.

As a practicing higher education professor engaged
mentoring powerful and timely. This book is a companion-
 piece as it provides insights and suggestions on mento-
ring diverse populations. Those wishing to start or main-
tain a mentoring program will find a wealth of information
throughout the pages of this book. The editors have added
vried perspectives and vast experiences to the research on
mentoring diverse populations, which will aid practitioners
across business and industry and education. I believe that
researchers in the field of mentoring will find this book to
be a significant resource for creating and maintain diversity
mentoring programs. Diversity mentoring covers a plethora
of areas and this book provides insight and perspective on
that process.

Finally, Developing Successful Diversity Mentoring
Programs is an important contribution to the research on
diversity mentoring specifically in the areas of disability, gen-
der and sexuality, and race and culture. The editors main-
tain that the programs presented in the book are a light to
the world. They are. This book demonstrates that there are
those out there who are not afraid to create opportunities
for people to share their gifts. Whether you are the creator
of a diversity mentoring program or recipient, this book will
 guide you through the process of developing diversity men-
toring programs. Especially motivating are the quotes at the
end of Chapter 6 encouraging others to continue to work
and to encourage others to engage in similar opportunities.
Focus on the Mentee
Although mentoring in the workplace can be informal, it’s best to make sure that the teacher matches the student. It would be a waste to have a master auto mechanic imparting wisdom to an aspiring PR director, for example. Though this is an extreme example, the point is that mentoring in the workplace should be productive and goal-oriented. The best way for this to happen is to focus on the student. The needs of the mentee, whether they are technical, social or political, should always be the focus of successful workplace mentoring. Whether your approach is formal or informal, appointing mentors based on what less experienced workers need is the key to running a successful workplace mentoring program.

Pick the Right Mentor
Mentors should always be chosen carefully. First of all, it’s important they have an understanding and commitment to the company. Otherwise, the mentor might be able to teach all the right skills, but without any consideration for the broader needs of the organization. This is prone to happen, for example, with mentors that do freelance work or who are not fully committed to one place of work. The mentor also needs to have the ability and willingness to work with a student. All the technical ability in the world doesn’t make a good mentor, and very often the best thing a mentor teaches anyway is a general outlook. Effective mentors need compassion, patience and a desire to help others learn and grow.

Promote From Within
Mentoring fills many functions in the workplace. It can help to promote technical understanding, teach leadership and create an atmosphere of camaraderie. However, there is one functional goal that should always be kept in mind with workplace mentoring -- to help management find potential stars. In that way, mentoring can help you promote from within. Employees moving up through the ranks by way of mentorship often develop a special, loyal relationship with their colleagues and their jobs.

Avoid Hierarchies
Although it’s easy to look at the mentoring relationship as one in which a superior guides and directs a lower-level worker, it’s best to avoid this dynamic. A mentor is very different from a boss, even though the boss can be the mentor. Mentorship truly thrives when it’s removed from normal workplace politics and relationships. The mentor might know best, but giving her authority over her mentee is sure to stunt the relationship. Striving to make mentorship a mutually beneficial relationship among equals will remove the motivation to impress, to earn points, or to hide failures, setbacks and areas that need improvement. This approach will ensure that the mentorship will succeed.
Upcoming Events:

- **2018 Coaching in Leadership and Healthcare Conference**
  
  September 28–29, 2018  
  Boston, Massachusetts

  *The purpose of these sessions is to have a stimulating exchange of information and discussions about coaching theory, research and its relevance to practice, as well as to expand the network of coaching researchers.*

- **8th International Congress of Coaching Psychology Conference**
  
  October 11–12, 2018  
  London, U.K.

  *This Two-Day Conference offers Masterclasses, Keynote and Invited Speakers, Skills-based Sessions and Poster Presentations. The event will focus upon the practice and research of Positive and Coaching Psychology exploring themes such as: Acceptance and Commitment, Appreciative Coaching, Neurodiversity, Youth Coaching, Performance and Resilience, Psychophysiology, Ecopsychology, Family Life Coaching, Diversity and Ethics, and Research.*

- **Third International Columbia Coaching Conference**
  
  October 17–21, 2018  
  New York, New York

  *The 3rd International Columbia Coaching Conference explores “Systemic Coaching: Whole Person/Whole Organization Engagement.” Columbia’s quest to continue to foster industry research, professionalism, and continuous learning is the inspiration for this two and half-day event on October 17-19, 2018, at Teachers College, Columbia University, New York City.*